

Geography Curriculum

What is the Geography Curriculum intent at Collierley Primary School?

At Collierley Primary and Nursery School, we value geography as an important part of the National Curriculum. Our geography curriculum inspires children's curiosity and interests them to explore our wonderful world. Our children at Collierley have first hand experiences both in and outdoors and are supported and encouraged to be active. This curriculum driver is reciprocated through our geography curriculum which ignites a love of learning. We aim to equip children's geographical skills to develop their knowledge by collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscape.

1. Why this curriculum?

Our geography curriculum is designed with the intention that every pupil is able to reach their potential in Geography. Through a carefully planned curriculum, teacher's have adapted each lesson to ensure all learning opportunities are accessible to all pupils. This may be through extra resources, differentiation and support. The original curriculum document was produced by the Geography Team at Durham County Council and has been adapted by M Young in discussion with David Firth (LA advisor). The progression and planning which was discussed was then used to support the teaching and learning of geography in school.

This curriculum provides the children with the subject's disciplinary knowledge as the ways of working like a Geographer in KS1, before progressing to KS2. Our EYFS curriculum aim is to guide the children to make sense of their physical world and their community; this is done through community visits, first hand experiences and conversations in the classroom. The children foster an understanding of our culturally, socially, technologically and ecologically diverse world from a young age.

Our KS1 curriculum is skills based which builds on the experiences and knowledge they have developed in EYFS. This aspect of the curriculum begins at a local area scale to allow the pupil's prior knowledge to be the starting point as new ideas, concepts and vocabulary are introduced. This move from the familiar to the unfamiliar in KS1 is supported by a deliberate selection and sequencing of specific, substantive geographical knowledge and examples. This enables investigation and exploration of local, regional, national and international areas at an increasing scale. The use of simple fieldwork is encouraged to help students gain a greater understanding of the human and physical features and processes which shape their own geography. In addition, a range of simple Geographical sources, including maps, diagrams, globes, aerial photographs and simple Geographical Information System examples are suggested to help pupils to work like geographers, using, interpreting and communicating Geographical information.

Our KS2 curriculum has a clear sequence which moves through the investigation of the places features and people of the UK and Europe then moving onto the wider world with locations such as Sao Paulo in South America. Our sequence of work ensures that each lesson is relevant and take account of children's starting points or missed learning during COVID. Consideration for GDS is implemented during each lesson by differentiated questioning.

Our Curriculum

Year 1

Term 1- What is my place like?

In this unit, the children learn about local geography. They discover familiar locations such as their home and school using basic maps, and fieldwork and observation skills. This unit builds from geography in the EY.

Term 2 – Where can I find?

In this unit the children explore their local area. They experience using basic maps to delve into Dipton and have many opportunities to label photographs using geographical language. The children become confident with GoogleMaps and GoogleEarth in this topic. Fieldwork and observation skills will also be a main focus in this unit. This equips the children with the skills they need to extend their learning to a larger scale of the UK.

Term 3 – What is my country like?

In this unit the children learn about a larger scale as they progress onto learning about the UK. They develop a rich knowledge about UK countries, capitals and seas using map skills, photographs and basic atlases. This unit prepares the children for our holiday comparison unit in Year 2.

Year 2

Term 1 – Why is my world wonderful?

This unit builds on all map and atlas skills learned in Year 1. In this unit the children learn about simple world maps and features. The main focus is on continents, oceans, mountains and rivers. This unit prepares the children for fantastic journeys around the world.

Term 2 – Wherever next?

This unit builds on the learning the children embedded through the 'why is my world wonderful' topic. They develop their learning about locations around the world, exploring hot and cold places and using a compass. This unit prepares the children for discovery of Europe in KS2.

Term 3 – Where shall we go?

This unit is vital to embed all prior learning. In this unit, the children collate all of their prior learning to compare places. We look at a local holiday destination (Saltburn) and compare it with a Kenyan holiday. The children focus on geographical features

of both places using their fieldwork/local area studies. This unit prepares the children for wider world investigations.

Year 3

Term 1 – Is the UK the same everywhere?

In this unit the children build upon what was learned in KS1 local area and map work studies. The children focus on physical geography in this unit, looking closely at hills, coasts, farms, rivers, farms, industry and population. This unit will prepare the children for their next local study of the North East and a further unit of identifying food locations.

Term 2 – Why do we have cities?

In this unit the children explore UK towns, cities and countries. They look closely at the land use, settlement and contrasting cities. Their map skills will support them in this unit. This unit prepares the children for their next top of the North East and a further topic of South America.

Term 3 – Why is the North East special?

This unit is a lead on rivers and coasts. The children learn about fieldwork, water cycles, rivers and their formations and impacts. This prepares the children to learn about the shape of our world and a further study on rivers.

Year 4

Term 1 – What can we discover about Europe?

In this unit the children learn about places, features and the people of a range of countries. They focus on land uses and key human/physical features and locations. This unit prepares the children for their next topic of earthquakes.

Term 2 – Why does Italy shake and roar?

This unit builds upon what they children have learned about Europe and skills they have achieved when studying local and North East work. The children study the Bay of Naples which is a region of Europe where the children explore the physical and human characteristics and tectonics. This unit prepares the children for learning about the shape of their world.

Term 3 – Local Fieldwork

In this unit the children will be studying Seaham as a coastal/river study. The children use their previous fieldwork and map skills to support them in this topic. This unit gives the children extra opportunities to explore our amazing local area.

Year 5

Term 1 – What shape is my world?

In this unit the children learn about the processes and key features which shape places and human experiences. This is a fantastic unit where the children collate their prior learning about tectonics and Italy. The main focus of weather, water, tectonics, biomes and climate zones. The children work carefully with atlases this

term and develop their skills further. This unit prepares the children for the topic 'Fantastic Forests'.

Term 2 – Where could we go? Fantastic Journeys

In this unit the children learn about key countries and the features of the world. They look closely at the tropics, regions, hemispheres, tropics, time zones, and longitude/latitude. This unit prepares the children for comparing South America to our local area.

Term 3 – Where has my food come from?

In this unit the children collate their knowledge they have learned through their discovery units. They explore where food comes from by focussing on trade links, natural resources, fieldwork, thematic maps, industry, farming and employment. The children conduct a survey/questionnaire and impact evaluation.

Year 6

Term 1 – Fantastic Forests – Why are they so important?

This unit builds on many units across KS1 and KS2 (What shape is my world/ discovery units/ wherever next). The children need to use their atlas and fieldwork skills during the unit as they explore a range of biomes, forest types and vegetation. They look at different types of world maps. The children present their learning through data collection and presentation tasks using a case study of South America. This unit prepares the children for comparing a South America region with a region in the UK.

Term 3 – Destination Sao Paulo! What do places have in common?

This unit builds upon everything the children have learned through KS1 and KS2. In this unit they compare a region in South America with a region in the UK. They use human and physical features, villages, cities and lifestyle variations to help compare two regions. This unit gives the children a comparative writing focus collating all learned knowledge. This unit prepares the children for KS3!

